

| Activity (The following activities are submitted by Career Technical Educators CTE Staff)  | Activity Type       | Begin Date | End Date | Resource<br>Assigned | Source of<br>Funding | Staff<br>Responsibilities                        |
|--|---------------------|------------|----------|----------------------|----------------------|--|
| Provide technical reading material for middle school students based on career interest identified in the ILP (Strategy: Literacy Initiative)                     | Academic<br>Support | 8/1/2012   | 6/30/201 | \$1,000              | School funds         | Middle School<br>Librarian;<br>CTE Teachers      |
| Develop assignments for middle school students where written technical instructions are followed to complete a technical process (Strategy: Literacy Initiative) | Academic<br>Support | 8/1/2012   | 6/30/201 | \$0                  | N/A                  | Middle School<br>and High School<br>CTE Teachers |

| middle school students prior to 8th grade (Strategy: School Readiness & Early Learning)  Review results of the practical living/career studies program review and make improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  middle school Support  8/1/2012  9/1/2012  \$0  N/A  PLC Chair will complete the process and monitor the results for improvement and monitor the results for improvement and monitor the results for improvement and principals to monitor results  8/1/2012  9/1/2012  \$0  Policy and Policy and Process  School year: School year: Establish Ongoing analysis with targeted check points are entered in IC and all required custom roles are setup in IC  N/A  PLC Chair will complete the process and monitor the results or improvement and professional Learning and Principals to monitor results  School Learning  Transpilor and Principal in the curriculum, instruction and professional leaders are entered in IC and all required custom roles are setup in IC  Transpilor and Principal in the curriculum, analysis with targeted check points with throughout by determined by defermined with throughout by the Principal in coordination with the school with the | Heat CTE summer somes for                | Academic     | F /1F /2012     | 0 /1 /2012   | \$40,000    | Perkins         | CTE Dringingle    |
|--|--|--------------|-----------------|--------------|-------------|-----------------|-------------------|
| to 8th grade (Strategy: School Readiness & Early Learning)  Review results of the practical living/career studies program review and make improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  • Complete the process and monitor the monitor the results for improvement and Malyary PD needed  **Soo Perkins for any PD needed the curriculum and Principals to monitor results  **Soo Perkins for any PD needed the curriculum and Principals to monitor results  **School Perkins for any PD needed the curriculum and Principals to monitor results  **School Perkins for any PD needed the curriculum and Principals to monitor results  **School Perkins for any PD needed the curriculum and Principals to monitor results  **School Perkins for any PD needed the curriculum and Principals to monitor results  **CIE Staff to align the curriculum and Principals to monitor results  **Curriculum Assessment and Alignment and Principals to monitor results  **School District each school district pain and professional learning professional   | <u>-</u>                                 |              | 5/15/2013       | 8/1/2013     | \$40,000    | Perkins         | *                 |
| Readiness & Early Learning)  Review results of the practical living/career studies program review and make improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Review results of Professional Learning)  8/1/2012  8/1/2012  9/1/2012  \$0  Perkins for any PD needed  Policy and Principals to monitor results  Race to the Top and Technology Funds in struction and professional learning with district level with review built in and professional learning school-Led by the Principal in coordination with the school with th  |  | Support      |                 |              |             |                 | and reachers      |
| Review results of the practical living/career studies program review and make improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curricul   |  |              |                 |              |             |                 |                   |
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| improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  improvement Mathematics and Mathematical Mathematics and Mathematics and Mathematics are setup in IC  Professional Learning  8/1/2012  9/1/2012  \$0  Perkins for any PD needed the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor results  **CTE Staff to align the curriculum and Principals to monitor   | 2,                                       | Learning)    |                 |              |             |                 | · •               |
| monitoring (Strategy: Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Professional Learning  8/1/2012  9/1/2012  \$0 Perkins for any PD needed the curriculum and Principals to monitor results  School Process  Find of School year: School year: On going analysis with targeted check points with review level (Curriculum, instruction and professional learning School-Led by the Principal in coordination with the school with the school  |  |              |                 |              |             |                 | 1 -               |
| Curriculum Assessment and Alignment)  Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC    Various of Math and ELA Common Core Standards to address to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)    Professional Learning   | improvements followed by                 |              |                 |              |             |                 | monitor the       |
| Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Align middle school CTE Professional Learning  8/1/2012  9/1/2012  \$0 Perkins for any PD needed monitor results  TBD at each school district each school district each school district professional CUTS (Strategy: CIITS)  End of School District- each school district level  (Curriculum, instruction and professional CUTF Staff to align the curriculum and Principals to monitor results  School District- each school district level  (Curriculum, instruction and professional CUTF Staff to align the curriculum and Principals to monitor results  School District- each school district level  (Curriculum, instruction and professional Learning  School-Led by the Principal in coordination with the school with the school  | monitoring (Strategy:                    |              |                 |              | - A         |                 | results for       |
| Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Professional Learning  8/1/2012  9/1/2012  \$0  Perkins for any PD needed  ## Poneeded  ## Poneede  | Curriculum Assessment and                |              |                 |              |             |                 | improvement       |
| courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Learning  PD needed the curriculum and Principals to monitor results  End of School year: School year: On- going analysis with targeted check points built in throughout  TBD at School year: On- going analysis with targeted with review and Principals to monitor results  Race to the Top and Technology Funds (Curriculum, instruction and professional learning School-Led by the CAO in coordination with district leadership team School-Led by the Principal in coordination with the school   | Alignment)                               | 0.000        | in miles        | Lawrence Co. |             |                 | -                 |
| Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  And Principals to monitor results  Beginning of school year: End of School year: Ongoing analysis with targeted with check points built in throughout update  Beginning of School year: Ongoing analysis with targeted with review and professional learning support would be determined  Beginning of School year: Ongoing analysis with targeted with review and support would be determined  Beginning of School year: Ongoing analysis with targeted with review and support would be determined  | •  | Professional | 8/1/2012        | 9/1/2012     | \$0         | ,               | J                 |
| address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  address the embedded monitor results  and recurriculum (Strategy: CIITS)  School year:  Establish Ongoing analysis with analysis with targeted with review and learning support would be determined with the school  | courses to Math and ELA                  | Learning     | 107 / 1 / 107 / |              |             | PD needed       | the curriculum    |
| academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Beginning of school year: School year: School year: On going analysis with targeted check points built in throughout  Beginning of school year: School year: On going analysis with targeted with review and support would be determined  With the school with the school   | Common Core Standards to                 |              |                 | - 3 17 / 1   | 1/          |                 | and Principals to |
| curriculum (Strategy: Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC   Beginning of school year: School year: Establish On- going analysis with targeted check points built in throughout  Beginning of School  Beginning of school year: School year: On- going analysis with targeted with review and Technology Funds in coordination with district leadership team School-Led by the Principal in coordination with the school with the school   | address the embedded                     |              |                 | 7 1 1 1      | 1 1 4 1     |                 | monitor results   |
| Curriculum Assessment and Alignment)  The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC   Beginning of School year: School year: School year: Ongoing analysis with targeted with targeted with throughout update  End of School End of School year: School year: Ongoing analysis with instruction and professional leaders support would be determined  End of School District each school district professional leader support would be determined  End of School District each school with district professional leaders analysis with and professional leaders support would be determined   | academics in the CTE                     |              |                 |              |             |                 |                   |
| The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC    March Generation Learners  | curriculum (Strategy:                    |              |                 |              |             |                 |                   |
| The following activities are recommended by Office of Next Generation Learners  Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Beginning of school year: School year: School year: Ongoing going analysis with targeted with targeted custom roles are setup in IC  Beginning of school of School year: School year: Ongoing going analysis with targeted with targeted custom roles are setup in IC  Beginning of school of TBD at each school district peach school district function and professional level (Curriculum, instruction and professional leaders and leaders and leaders and leaders and leaders built in and update with the school with the school  | Curriculum Assessment and                |              |                 |              |             |                 |                   |
| recommended by Office of<br>Next Generation LearnersDetermine school wide level of<br>access and engagement with<br>CIITS (Strategy: CIITS)Policy and<br>ProcessBeginning of<br>school year:<br>Establish On-<br>going<br>analysis with<br>teachers and leaders<br>are entered in IC and all<br>required custom roles<br>are setup in ICPolicy and<br>ProcessBeginning of<br>school year:<br>School<br>year: On-<br>going<br>analysis<br>with<br>reviewTBD at<br>each school<br>district<br>levelRace to the Top<br>and Technology<br>(Curriculum,<br>in coordination<br>with district<br>in struction and<br>professional<br>support would<br>be determined   | Alignment)                               |              |                 |              |             |                 |                   |
| Next Generation LearnersBeginning of access and engagement with collists (Strategy: CIITS)Policy and ProcessBeginning of school year:End of School year:TBD at each school districtRace to the Top and Technology and Technology and Technology in coordination• Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in ICgoing analysis with analysis with targeted with targeted built in and throughout updategoing going analysis with targeted with targeted with throughout update(Curriculum, instruction and professional support would be determined  | The following activities are             |              |                 |              |             |                 |                   |
| Determine school wide level of access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Beginning of School School year: School year: School year: On-going going analysis with throughout specified by school year: On-going going analysis with targeted with targeted with throughout update  Beginning of School District-each school district peach school district level  Curriculum, with district professional leadership team support would coordination support would be determined with the school  | recommended by Office of                 |              |                 |              |             |                 |                   |
| access and engagement with CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  • School year: School year: On- going going analysis with analysis with throughout update  • School year: On- district level  • Curriculum, with district instruction and leadership team professional support would coordination support would be determined   | <b>Next Generation Learners</b>          |              |                 |              |             |                 |                   |
| CIITS (Strategy: CIITS)  • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  Establish On- going going going analysis with analysis with targeted check points review built in and throughout  Establish On- going going analysis with analysis with tevel (Curriculum, instruction and leadership team professional learning support would coordination with district instruction and professional learning support would be determined with the school  | <b>Determine school wide level of</b>    | Policy and   | Beginning of    | End of       | TBD at      | Race to the Top | School District-  |
| • Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC  going going analysis with analysis with targeted with review built in and are setup in IC  going going analysis with analysis with targeted with review built in and throughout update  going going analysis with analysis instruction and professional school coordination throughout be determined with district instruction and professional support would coordination with district instruction and professional support would support would be determined with the school   | access and engagement with               | Process      | school year:    | School       | each school | and Technology  | Led by the CAO    |
| email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC and all throughout analysis with analysis with targeted with the Principal in support would coordination throughout update be determined with the school  | CIITS (Strategy: CIITS)                  |              | Establish On-   | year: On-    | district    | Funds           | in coordination   |
| teachers and leaders are entered in IC and all required custom roles are setup in IC  targeted with review learning support would coordination with the school   | <ul> <li>Ensure that all work</li> </ul> |              | going           | going        | level       | (Curriculum,    | with district     |
| are entered in IC and all<br>required custom roles<br>are setup in ICcheck points<br>built in<br>throughoutreview<br>and<br>updatelearning<br>support would<br>be determinedthe Principal in<br>coordination<br>with the school  | email addresses for                      |              | analysis with   | analysis     |             | instruction and | leadership team   |
| required custom roles are setup in IC built in and support would coordination throughout update be determined with the school  | teachers and leaders                     |              | targeted        | with         |             | professional    | School-Led by     |
| are setup in IC throughout update be determined with the school  | are entered in IC and all                |              | check points    | review       |             | learning        | the Principal in  |
|  | required custom roles                    |              | built in        | and          |             | support would   | coordination      |
| •  | are setup in IC                          |              | throughout      | update       |             | be determined   | with the school   |
|  | consistently for the                     |              | the school      | occurring    |             | by the school   | leadership team   |

| district. (CIITS)  • Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage (CIITS)  • Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. (CIITS)  • Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement (CIITS)  • Leaders use CIITS for analyzing student level data for teacher and school wide instructional | Academic Support  Academic Support  Academic Support | year.         | during<br>summer<br>break in<br>preparatio<br>n for the<br>upcoming<br>school<br>year |             | district)       |                  |
|--|--|---------------|---|-------------|-----------------|------------------|
| instructional improvements (CIITS)  Leaders monitor use of CIITS   | Policy and   | Beginning of  | End of  | TBD at      | Race to the Top | School District- |
| and work with SBDM to plan   | Process  | school year:  | School  | each school | and Technology  | Led by the CAO   |
| goals for continuous   |  | Establish On- | year: On-   | district    | Funds           | in coordination  |
| involvement to enhance   |  | going         | going   | level       | (Curriculum,    | with district    |
| student learning outcomes and  |  | analysis with | analysis  |             | instruction and | leadership team  |

| meet state/district RTTT                       |                 | targeted           | with       |             | professional  | School-Led by    |
|--|-----------------|--------------------|------------|-------------|---------------|------------------|
| measures(Strategy: CIITS)                      |                 | check points       | review     |             | learning      | the Principal in |
|  |                 | built in           | and        |             | support would | coordination     |
|  |                 | throughout         | update     |             | be determined | with the school  |
|  |                 | the school         | occurring  |             | by the school | leadership team  |
|  |                 | year.              | during     |             | district)     |                  |
|  |                 |                    | summer     |             |               |                  |
|  |                 |                    | break in   |             |               |                  |
|  |                 |                    | preparatio |             |               |                  |
|  |                 |                    | n for the  |             |               |                  |
|  |                 |                    | upcoming   |             |               |                  |
|  |                 |                    | school     |             |               |                  |
|  | - I             | 0                  | year       | * O C 11    | N. A. G 13    |                  |
| Identify and establish                         | Policy and      | Ongoing for        |            | \$0 for all | NA for all    | TBD by school    |
| curriculum design team                         | Process         | all                |            | statements  | statements    | and/or SBDM      |
| (SBDM or grade level team                      |                 | statements         |            | unless      | unless        | Council          |
| members) (Strategy:<br>Curriculum Assessment & |                 | unless             |            | otherwise   | otherwise     |                  |
|  |                 | otherwise<br>noted |            | noted       | noted         |                  |
| Alignment)                                     | Academic        | notea              |            |             |               |                  |
| Analyze curriculum to  identify gang           |                 |                    |            |             |               |                  |
| identify gaps                                  | Support         |                    |            |             |               |                  |
| Make necessary     adjustments to              | Policy/Process  |                    |            |             |               |                  |
| adjustments to<br>curriculum                   | 1 oney/1 rocess |                    |            |             |               |                  |
| Utilize instructional                          | Professional    |                    |            |             |               |                  |
| resources aligned to                           | Learning        |                    |            |             |               |                  |
| KCAS   | Learning        |                    |            |             |               |                  |
| • Disseminate                                  | Professional    |                    |            |             |               |                  |
| updated/revised                                | Learning        |                    |            |             |               |                  |
| curriculum to teachers                         | J               |                    |            |             |               |                  |
| to gather feedback and                         |                 |                    |            |             |               |                  |
| input  |                 |                    |            |             |               |                  |
| <b>F</b>                                       | Professional    |                    |            |             |               |                  |

| <ul> <li>Team reviews feedback</li> </ul> | Learning     |           |         |            |           |                 |
|---|--------------|-----------|---------|------------|-----------|-----------------|
| submitted, revise if                      |              |           |         |            |           |                 |
| needed                                    | Academic     |           |         |            |           |                 |
| <ul> <li>Disseminate to all</li> </ul>    | Support      |           |         |            |           |                 |
| teachers                                  |              |           |         |            |           |                 |
| <ul> <li>Ensure that teachers</li> </ul>  | Professional |           |         |            |           |                 |
| implement the                             | Learning     |           |         |            |           |                 |
| curriculum using best                     |              |           |         |            |           |                 |
| practices for instruction                 |              |           |         |            |           |                 |
| and assessment                            | Academic     |           |         |            |           |                 |
| <ul> <li>Monitor</li> </ul>               | Support      |           |         |            |           |                 |
| implementation                            |              |           |         |            |           |                 |
| throughout the year                       |              |           |         |            |           |                 |
| Establish a School                        | Policy and   | September | ongoing | \$0 unless | NA unless | TBD by school   |
| Intervention Team (could be               | Process      | 1         |         | otherwise  | otherwise | J               |
| comprised of a team that                  |              |           |         | noted      | noted     |                 |
| already exists in the school              |              |           |         |            |           |                 |
| building) that looks at                   |              |           |         |            |           |                 |
| academic (and behavioral)                 |              |           |         |            |           |                 |
| data for the school. (Strategy:           |              |           |         |            |           |                 |
| rti/ksi)                                  |              |           |         |            |           |                 |
| Set academic and                          | Academic/    |           | Ongoing |            |           | TBD by          |
| behavioral benchmarks                     | Behavioral   |           |         |            |           | school/district |
| and cut scores for the                    | Support      |           |         |            |           |                 |
| school.                                   |              |           |         |            |           |                 |
| <ul> <li>Consider large areas</li> </ul>  | Academic     |           | Ongoing |            |           | TBD by          |
| (Tier 1) of student                       | Support      |           |         |            |           | school/district |
| needs (i.e. 40% of 8th                    |              |           |         |            |           |                 |
| graders did not meet                      |              |           |         |            |           |                 |
| Math benchmarks on                        |              |           |         |            |           |                 |
| EPAS) and meet with                       |              |           |         |            |           |                 |
| grade level, content                      |              |           |         |            |           |                 |
| =   |              |           |         |            |           |                 |

| level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards.  Review school intervention resources that are available.  Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.  | Academic<br>Support<br>Policy/Process |          | Ongoing |            | School funds<br>MAF or RTA<br>funds, if<br>applicable | TBD by school |
|--|---------------------------------------|----------|---------|------------|---|---------------|
| Develop a Student Intervention Team who will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students (Strategy: ILP). This is not a strategy in the Proficiency Plan.  • Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among | Academic<br>Support                   | Complete | these   | Columns as | suggested   | above         |

| tiers  • SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness.  • Make necessary adjustments to RtI/KSI processes based on data, if needed.  |  |                       |                 |        |  |  |
|---|--|-----------------------|-----------------|--------|--|--|
| Identify early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry (Strategy: School Readiness)  • Gather any transition data from EC providers | Policy and<br>Process  Academic Support      | Spring '12 Spring '12 | Ongoing         | Varies | <ul> <li>IDEA         (sp.ed)</li> <li>CECC (if         written         for         transitio         n</li> <li>Preschoo         l funding</li> </ul> | DOSE Preschool coordinator K- and preschool teachers Principal  K-teachers Principal |
| to get to know the incoming K learners.  • Disseminate school readiness definition to EC community and parents of incoming K students  • Develop a plan for disseminating results of the K screener to  | Academic<br>Support<br>Policy and<br>Process | Spring '12<br>Fall    | Ongoing Ongoing |        | Brigance<br>screener paid<br>by KDE<br>\$0   | Preschool coordinators  District member of CECC, Principal, Preschool Coordinator,   |

| parents/EC community                      |              |                          |            |                           |                             | Instructional<br>Supervisor     |
|---|--------------|--------------------------|------------|---------------------------|-----------------------------|---------------------------------|
| members                                   | D II I       | M7: J (1 F               | ** .       | <b>.</b>                  |                             | Supervisor                      |
| Assess all                                | Policy and   | Window (15 days prior to | Varies     | \$ depends                | T 10 1                      | K-screener point of             |
| kindergarteners at                        | Process      | and 30                   | depending  | on strategy               | Local funds                 | contact (district and           |
| school entry with the                     |              | instructional            | on school  | for admin.                |                             | building level)                 |
| common statewide                          |              | days following           | start date |                           |                             |                                 |
| screener (BRIGANCE)                       |              | first day of school      |            | ф <b>О</b>                |                             |                                 |
| <ul> <li>Analyze data from the</li> </ul> | D C : 1      | SCHOOL                   |            | \$0                       |                             |                                 |
| screener and multiple                     | Professional |                          | Ongoing    |                           | DY A                        | Preschool and K-3               |
| assessments, including                    | Learning     |                          |            |                           | NA                          | teachers, principal,            |
| results from prior                        |              |                          |            |                           |                             | DAC/BAC                         |
| settings, and classroom                   |              |                          |            |                           |                             |                                 |
| observations/formative                    |              |                          |            |                           |                             |                                 |
| assessments.                              |              |                          |            | 40                        |                             |                                 |
| Create learning plan or                   | A 1 .        |                          |            | \$0                       | B.T. A                      | Preschool-3 <sup>rd</sup> grade |
| profile for next steps of                 | Academic     | Fall '13                 | Ongoing    |                           | NA                          | teachers, principal,            |
| instruction for K                         | Support      |                          |            |                           |                             | district level                  |
| students                                  |              |                          |            | K-teacher                 |                             | representative                  |
| • Teacher-leaders                         | D f          |                          |            |                           | Vani aa                     |                                 |
| participate in the Early                  | Professional | Fall '13                 |            | and                       | Varies                      | K- and preschool                |
| Learning Leadership                       | Learning     |                          |            | preschool                 | depending on                | teachers                        |
| Networks (ELLN) and                       |              |                          |            | teacher sub<br>reimburse- | district salary<br>schedule |                                 |
| implement the                             |              |                          |            |                           | schedule                    |                                 |
| strategies for K-3                        |              |                          |            | ment                      |                             |                                 |
| student learning                          |              |                          |            |                           |                             |                                 |
| outcomes.                                 |              | -                        | -          |                           |                             |                                 |
| Access and disseminate                    | Academic     | Ongoing for              | Ongoing    | \$0 unless                | NA unless                   | Pre K- through                  |
| resources to support literacy             | Support      | all                      | for all    | otherwise                 | otherwise                   | 12 grade                        |
| planning in schools (Strategy:            |              | statements               | state-     | noted                     | noted                       | teachers, school                |
| literacy initiative)                      |              |                          | ments      |                           |                             | administrators                  |
| • Use the Program Review                  | Policy and   |                          |            |                           |                             | and district staff,             |
| process and other                         | Process      |                          |            |                           |                             | unless otherwise                |

| supports/interventions                      |                |             |             |            |                  |
|---|----------------|-------------|-------------|------------|------------------|
| across the curriculum                       |                |             |             |            |                  |
| <ul> <li>Leaders monitor</li> </ul>         | Academic       |             |             |            |                  |
| implementation of                           | Support        |             |             |            |                  |
| literacy pd                                 |                |             |             |            |                  |
| <ul> <li>Teachers meet to</li> </ul>        | Academic       |             |             |            |                  |
| analyze student                             | Support        |             |             |            |                  |
| evidence and learning                       |                |             |             |            |                  |
| to determine                                |                |             |             |            |                  |
| instructional                               |                |             |             |            |                  |
| improvements                                |                |             |             |            |                  |
| <ul> <li>Teams make necessary</li> </ul>    | Academic       |             |             |            |                  |
| grade level or school                       | Support        |             |             |            |                  |
| wide adjustments to                         |                |             |             |            |                  |
| practice, if needed                         |                |             |             |            |                  |
|   |                |             |             |            |                  |
| Identify curriculum team                    | Policy/Process | Ongoing for | \$0 for all | NA for all | TBD by school    |
| (SBDM or grade level                        |                | all         | statements  | statements | and/or SBDM      |
| members) to analyze school                  |                | statements  | unless      | unless     | Council (for all |
| wide and student level math                 |                | unless      | otherwise   | otherwise  | statements)      |
| data (Strategy: math                        |                | otherwise   | noted       | noted      |                  |
| initiative)                                 |                | noted       |             |            |                  |
| <ul> <li>Plan using the PERKS</li> </ul>    | Academic       |             |             |            |                  |
| Math process and other                      | Support        |             |             |            |                  |
| established processes to                    |                |             |             |            |                  |
| analyze gaps in                             |                |             |             |            |                  |
| instructional plans and                     |                |             |             |            |                  |
| inform improvements                         |                |             |             |            |                  |
| <ul> <li>Support, align funding,</li> </ul> | Remove         |             |             |            |                  |
| <mark>and monitor</mark>                    | statement-     |             |             |            |                  |
| implementation of KCAS                      | repeated       |             |             |            |                  |
| through development                         | below          |             |             |            |                  |

| and implementation of                       |              |  |             |  |
|---|--------------|--|-------------|--|
| <mark>math policies</mark> and math         |              |  |             |  |
| <mark>plans in CSIP.</mark>                 |              |  |             |  |
| <ul> <li>Support, align funding,</li> </ul> | Policy and   |  |             |  |
| and monitor                                 | Process      |  |             |  |
| implementation of KCAS                      |              |  |             |  |
| through development                         |              |  |             |  |
| and implementation of                       |              |  |             |  |
| math policies and math                      |              |  |             |  |
| plans in CSIP.                              |              |  |             |  |
| <ul> <li>Focus on key</li> </ul>            | Professional |  |             |  |
| mathematical concepts                       | Learning     |  |             |  |
| such as Number                              |              |  |             |  |
| Operations and                              |              |  |             |  |
| Algebraic Thinking and                      |              |  |             |  |
| related Learning                            |              |  |             |  |
| Progressions.                               |              |  |             |  |
| <b>Implementation of KCAS</b>               |              |  |             |  |
| for Math and Standards                      |              |  |             |  |
| for Mathematical                            |              |  |             |  |
| <u>Practices</u>                            |              |  |             |  |
| <ul><li>Support and monitor</li></ul>       | Academic     |  |             |  |
| instructional practices                     | Support      |  |             |  |
| implementation of math                      |              |  |             |  |
| content and practice                        |              |  |             |  |
| <u>standards</u> <del>and</del>             |              |  |             |  |
| math curriculum on                          |              |  |             |  |
| these focus areas to                        |              |  |             |  |
| determine effectiveness                     |              |  |             |  |
| <ul> <li>Participate in aligned,</li> </ul> | Professional |  | Math        |  |
| research-based                              | Learning     |  | Achievement |  |
| professional                                |              |  | Funds, if   |  |
|   |              |  | applicable  |  |

| development focused on math content and practices standards and interventions. (Resource s: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)  • Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY | Academic<br>Support             |  |                     |                        |                       |                           |
|--|---------------------------------|--|---------------------|------------------------|-----------------------|---------------------------|
| <ul> <li>teachers)</li> <li>Teacher teams meet to<br/>determine instructional<br/>improvements based on<br/>student level</li> </ul>   | Professional<br>Learning        | TBD by schools-<br>recommend<br>"standing" item<br>for PLC |                     |                        |                       | PLC                       |
| <ul> <li>evidence/data</li> <li>Teachers and leaders make instructional planning adjustments, if needed, based on student evidence</li> <li>Monitor curriculum</li> </ul>  | Academic<br>Support<br>Academic |  |                     |                        |                       |                           |
| adjustments and improvements  Provide information to teachers  | Support                         | TBD by   | TBD by              | ¢0 f 11                | NIA Compile           | District                  |
| about the purpose and process of the review. Emphasize the   | Policy/Process                  | school/district  | school/<br>district | \$0 for all statements | NA for all statements | District<br>Instructional |

| important role of the teacher in implementing high quality instructional programs. (Strategy: Program Review)  |                          |                           |  | unless<br>otherwise<br>noted | unless<br>otherwise<br>noted | Supervisor,<br>school coach, PR<br>point of contact<br>(school and/or<br>district)                          |
|--|--------------------------|---------------------------|--|------------------------------|------------------------------|---|
| Inform staff of the expectations and procedures as defined by the district of the district external review process. (Strategy: Program Review)                         | Policy/Process           | TBD by<br>district        | TBD by<br>district   |                              |                              | District Instructional Supervisor and/or District PR point of contact, of different                         |
| Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. (Strategy: Program Review)          | Professional<br>Learning | TBD by<br>school/district | Recommend<br>periodic review<br>as needed (e.g.,<br>monthly,<br>quarterly) |                              |                              | Teachers,<br>administrators,<br>and district staff  |
| Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.(Strategy: Program Review)                    | Policy/Process           | TBD by<br>school/district | TBD by school/District (Recommend as soon as possible)                     |                              |                              | Teachers, school administrators, district PR point of contact and/or instructional supervisor, if different |
| Engage parents and community partners to determine if there are other contributions or evidence to support specific program review area(s). (Strategy: Program Review) | Academic<br>Support      | TBD by<br>school          | Ongoing  |                              |                              | School/District,<br>21st Century<br>Partnership<br>grantees, if<br>applicable or<br>afterschool<br>partners |

| Program review team members<br>meet periodically to identify<br>appropriate evidence and<br>calibrate evidence for ratings.<br>(Strategy: Program Review) | Professional<br>Learning | TBD by school/district | Ongoing<br>(e.g., monthly,<br>quarterly) | School/district/<br>parents/ reps. of<br>community<br>partnerships |
|---|--------------------------|------------------------|--|--|
| Submit PR ratings and   | Policy/Process           | Sept. 1, 2013          | June 1,                                  | School   |
| information into ASSIST for   |                          |                        | 2014                                     |  |
| district and state review   |                          |                        |  |  |
| (Strategy: Program Review)  |                          |                        |  |  |
| Begin identifying and analyzing   | Academic                 | Periodic               | Ongoing                                  | School/district  |
| gaps in particular program areas  | Support                  | meetings of            |  |  |
| to determine next steps for   | • •                      | team with              |  |  |
| continuous  |                          | review of              |  |  |
| improvement(Strategy: Program   |                          | next steps             |  |  |
| Review)   |                          | informs                |  |  |
| -   |                          |                        |  |  |
|   |                          | timeline               |  |  |

This document is to show you the structure of ASSIST: Goal (defined for you); Objective (aligned to goal and specific to you) and Strategy (the strategies that are in the KDE Delivery Plans, choose one or two as guides for activities you will choose to do)

